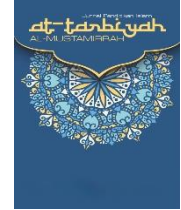




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Article

The Strategic Role of Human Resource in Enhancing Islamic Educational Quality: A Literature Review

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Abstract

Human Resource Management has become a strategic concern in educational institutions because educational quality is strongly influenced by the competence, motivation, performance, and professional sustainability of educators and education personnel. This study aims to critically examine the role and functions of Human Resource Management in enhancing educational quality through a systematic literature review. The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses 2020 guidelines. Literature was collected from Scopus, Web of Science, ScienceDirect, SpringerLink, Taylor & Francis Online, Emerald Insight, Google Scholar, Garuda, SINTA, and Crossref, focusing on peer-reviewed studies published between 2018 and 2025. From 436 initially identified records, 32 articles met the inclusion criteria and were analyzed through thematic synthesis. The findings identified five interconnected dimensions of Human Resource Management that consistently contribute to educational quality: strategic workforce planning and recruitment, professional development, performance management, leadership and motivation, and quality assurance. The analysis shows that effective recruitment ensures the availability of qualified educators, while continuous professional development enhances pedagogical and professional competencies. Furthermore, performance management systems strengthen accountability and productivity, whereas leadership and motivation increase organizational commitment, job satisfaction, and work engagement. Quality assurance practices were also found to support institutional effectiveness and continuous improvement. This study contributes to the literature by providing a comprehensive synthesis of recent evidence on how integrated Human Resource Management practices influence educational quality. The study concludes that Human Resource Management functions most effectively when implemented as a strategic system that aligns human resource development with institutional goals, thereby supporting sustainable educational improvement and organizational excellence.

Keywords: Educational quality; Human Resource Management; Performance management; Professional development; Systematic literature review

PUBLISHER'S NOTE

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INTRODUCTION

Educational quality has become one of the most decisive indicators of national competitiveness, social mobility, and sustainable development in the twenty-first century. In an increasingly knowledge-based global economy, education systems are no longer evaluated merely by access, enrolment, or institutional expansion, but by their ability to produce competent graduates, innovative teachers, responsive governance, and equitable learning outcomes. International debates on educational improvement consistently emphasize that the quality of education is strongly shaped by the quality of human resources within educational institutions, particularly teachers, school leaders, lecturers, administrative personnel, and education managers (Aboramadan et al., 2019; Bardach & Klassen, 2020; OECD, 2024). In this context, Human Resource Management (HRM) is not simply an administrative mechanism for staffing and personnel documentation; rather, it is a strategic institutional function that aligns human capability, professional development, work motivation, organizational commitment, and performance evaluation with the broader mission of educational quality improvement (Nurjaman, 2023; Pusvitasari, 2021; Qutni et al., 2021).

The relevance of HRM in education is increasingly urgent because educational institutions operate in a complex environment characterized by curriculum reform, digital transformation, accountability demands, teacher performance pressures, and changing expectations from society and the labour market. Globally, the post-pandemic learning recovery agenda has reinforced the importance of strengthening teacher capacity, institutional resilience, and adaptive leadership as prerequisites for sustainable educational improvement (Rohayati, 2024; Thahir, 2025; UNESCO, 2023). Locally, particularly in Indonesia and other developing education systems, the improvement of educational quality remains closely related to the availability, competence, motivation, and professional sustainability of educators and education personnel. Previous Indonesian studies have shown that HRM practices such as needs analysis, recruitment, job placement, teacher development, supervision, performance appraisal, and school-based quality assurance contribute substantially to institutional effectiveness and learning quality (Muktamar et al., 2023; Pusvitasari, 2021; Qutni et al., 2021). However, these practices are often implemented unevenly across institutions, with many schools still treating HRM as a routine administrative function rather than as a strategic driver of educational transformation. Despite numerous educational reforms, many educational institutions continue to face persistent human resource challenges that directly affect educational quality. These challenges include teacher shortages in certain subject areas, unequal distribution of qualified educators, limited opportunities for continuous professional development, low work engagement, increasing administrative workloads, and difficulties in adapting to digital learning environments (Forbes et al., 2021). In many institutions, HRM practices remain reactive rather than strategic, focusing primarily on personnel administration instead of long-term capacity development and performance improvement. As a result, educational institutions often struggle to maintain consistent instructional quality, organizational effectiveness, and sustainable improvement efforts. These conditions highlight the need to examine HRM not only as an operational function but also as a strategic mechanism for addressing contemporary educational challenges.

Theoretically, the relationship between HRM and educational quality can be understood through several complementary perspectives. Human Capital Theory views educators and education personnel as institutional assets whose knowledge, skills, attitudes, and professional competencies require continuous investment through education, training, mentoring, and career development (Muktamar et al., 2023; OECD, 2024; Rohayati, 2024). From this perspective, educational quality improves when institutions systematically invest in the professional capacity of their human resources. Strategic Human Resource Management

further extends this argument by emphasizing the alignment between HR policies and institutional objectives, suggesting that recruitment, professional development, performance evaluation, reward systems, and organizational culture must be connected to the school or university's vision, mission, and quality assurance system (Aboramadan et al., 2019; Nurjaman, 2023; Pusvitasari, 2021). In addition, the Ability–Motivation–Opportunity (AMO) framework provides a more operational explanation of how HRM affects performance: educators perform effectively when they have adequate ability, sufficient motivation, and meaningful opportunities to participate in institutional decision-making and professional growth (Bos-Nehles et al., 2023; Mohammadi & Faskhodi, 2020; Nurjaman, 2023). These theoretical perspectives indicate that HRM in education should be analysed not only as a managerial process but also as a strategic system that shapes teacher professionalism, institutional culture, and student learning outcomes.

Recent international literature has increasingly positioned HRM as a critical mechanism for improving educational performance. Aboramadan et al. (2019), for example, demonstrated that HRM practices in higher education influence organizational commitment through work engagement, indicating that staff involvement and institutional support are essential for academic performance. Bardach and Klassen (2020) also highlighted the centrality of teacher-related factors in explaining student success, suggesting that teacher quality cannot be separated from systems of recruitment, professional learning, and performance support. Similarly, studies using the AMO framework have argued that teacher performance depends on the interaction between competence, motivation, and institutional opportunities for professional contribution (Bos-Nehles et al., 2023; Mohammadi & Faskhodi, 2020). These studies collectively suggest that educational quality is not produced only through curriculum design or infrastructure provision, but through the systematic management of human resources who enact educational policies in daily institutional practices.

National studies in Indonesia have also provided important evidence regarding the contribution of HRM to educational quality. Qutni et al. (2021) found that HRM practices in schools, including planning, implementation, and quality improvement efforts, support the optimization of educational quality when they are implemented through systematic observation, coordination, and institutional evaluation. Pusvitasari (2021) further emphasized that school quality improvement depends on the principal's ability to foster and develop educators and education personnel through human resource planning, position mapping, job descriptions, and continuous training. In higher education, Mukhtar et al. (2023) argued that quality human resources contribute significantly to achieving university missions, particularly when human resource governance is integrated with institutional vision and strategic development. More recent studies have also expanded the discussion by connecting HRM with digital competencies, showing that educational institutions need digitally competent teachers, lecturers, and administrative staff to support innovation, operational efficiency, and academic competitiveness in the digital era (Rohayati, 2024; Thahir, 2025; Wismayanti, 2025).

Nevertheless, important gaps remain in the existing literature. Most previous studies have examined HRM practices within specific educational institutions, such as individual schools or universities, making it difficult to develop a broader understanding of how HRM contributes to educational quality across different contexts. Furthermore, many studies focus on isolated HRM functions, such as recruitment, training, or performance appraisal, without examining how these functions interact as an integrated system. Existing research also tends to emphasize administrative implementation rather than explaining the strategic mechanisms through which HRM influences teacher effectiveness, organizational commitment, institutional resilience, and educational outcomes (Alshamsan et al., 2025). In addition, contemporary challenges such as digital transformation, teacher well-being, work

engagement, adaptive leadership, and organizational sustainability have rarely been synthesized within a comprehensive HRM framework. Consequently, there remains a need for a systematic review that critically integrates these dimensions and provides a more holistic understanding of the strategic role of HRM in educational quality improvement.

The novelty of this study lies in its attempt to reposition HRM as a strategic and integrative framework for educational quality improvement rather than as a narrow administrative process. Unlike previous studies that mainly focus on individual HRM practices or single institutional cases, this review synthesizes international and national literature to construct a more comprehensive understanding of how HRM contributes to educational quality through planning, recruitment, professional development, performance management, motivation, digital competence, organizational culture, and quality assurance (Vafaei et al., 2021). By integrating Human Capital Theory, Strategic HRM, and the AMO framework, this study offers a conceptual contribution to the literature on educational management and provides practical insights for school leaders, university managers, policymakers, and education stakeholders seeking to strengthen institutional quality through human resource development.

Based on these considerations, this study aims to critically examine the role and functions of Human Resource Management in improving the quality of education through a literature review. Specifically, this study seeks to identify key HRM functions relevant to educational institutions, analyse how HRM practices contribute to teacher and institutional performance, synthesize recent international and national findings on HRM and educational quality, and formulate conceptual implications for strengthening educational management in contemporary contexts. Through this focus, the study is expected to contribute to the development of a more strategic, evidence-based, and contextually relevant understanding of HRM as a core mechanism for improving educational quality.

METHOD

This study employed a Systematic Literature Review (SLR) design to examine the role and functions of Human Resource Management (HRM) in improving the quality of education. The SLR approach was selected because it enables researchers to identify, evaluate, synthesize, and interpret existing scholarly evidence in a transparent and replicable manner. The review process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines, which provide updated standards for identifying, screening, selecting, and reporting studies in systematic reviews (Page et al., 2021). PRISMA 2020 was used to ensure methodological rigor, minimize selection bias, and strengthen the transparency of the literature selection process.

The literature search was conducted by identifying peer-reviewed journal articles related to Human Resource Management, educational quality, teacher performance, school management, institutional effectiveness, and educational improvement. The databases used in this review included Scopus, Web of Science, ScienceDirect, SpringerLink, Taylor & Francis Online, Emerald Insight, Google Scholar, Garuda, SINTA, and Crossref. These databases were selected because they provide access to internationally indexed publications as well as accredited Indonesian national journals. The search focused on studies published between 2018 and 2025 to ensure the relevance and recency of the reviewed literature. The search strategy used a combination of English and Indonesian keywords, including “human resource management in education,” “HRM and educational quality,” “strategic human resource management in schools,” “teacher performance and HRM,” “school quality improvement,” “educational management,” “manajemen sumber daya manusia pendidikan,” “kualitas pendidikan,” and “manajemen tenaga pendidik dan kependidikan.” Boolean operators such as AND, OR, and quotation marks were used to refine the search process, for example: “human

resource management” AND “educational quality,” “teacher performance” AND “human resource management,” and “strategic HRM” AND “education.”

The inclusion criteria were established before the selection process to ensure that only relevant and credible studies were included. Articles were included if they met the following criteria: they were published between 2018 and 2025; written in English or Indonesian; published in peer-reviewed journals, Scopus-indexed journals, Web of Science-indexed journals, or nationally accredited SINTA journals; discussed HRM practices, functions, or strategies in educational institutions; and provided conceptual, empirical, or review-based evidence related to educational quality improvement. Studies were also included if they examined specific HRM dimensions such as recruitment, selection, placement, professional development, performance appraisal, compensation, teacher motivation, leadership, work engagement, digital competence, or quality assurance in education. Conversely, articles were excluded if they were not directly related to education, were published before 2018, did not provide sufficient methodological information, were opinion pieces without scholarly basis, were duplicate records, or were inaccessible in full text.

The study selection process was carried out in several stages. First, all records identified from the selected databases were collected and organized using reference management software to detect duplicate entries. Second, duplicate articles were removed before the screening stage. Third, the titles and abstracts of the remaining articles were screened to assess their relevance to the topic of HRM and educational quality improvement. Articles that did not meet the inclusion criteria were excluded at this stage. Fourth, the full texts of potentially eligible articles were reviewed in detail to determine their final eligibility. The screening and eligibility procedures were guided by the PRISMA 2020 flow logic, which consists of identification, screening, eligibility assessment, and inclusion of studies in the final synthesis. PRISMA 2020 includes a 27-item checklist and flow diagram to improve the clarity and completeness of systematic review reporting (Page et al., 2021).

Data extraction was conducted systematically using a review matrix. The extracted information included the author’s name, year of publication, country or research context, journal indexation, research design, educational level, HRM functions examined, main findings, theoretical framework, and implications for educational quality. The extracted data were then categorized according to major HRM functions, namely human resource planning, recruitment and selection, placement, professional development, performance appraisal, compensation and reward, motivation, leadership, work engagement, digital competence, and quality assurance. This categorization enabled the researchers to compare findings across different studies and identify recurring themes, conceptual patterns, and unresolved issues in the literature. To ensure the trustworthiness of the review, the selected articles were assessed based on relevance, methodological clarity, source credibility, and contribution to the research objective. Empirical studies were evaluated by considering the clarity of their research design, sample, instruments, data analysis, and consistency between findings and conclusions. Review and conceptual articles were assessed based on the coherence of argumentation, theoretical grounding, and relevance to HRM and educational quality. Articles from Scopus, Web of Science, and SINTA-accredited journals were prioritized because they had undergone formal peer-review and indexing processes. However, relevant studies from other credible databases were also considered when they provided strong conceptual or empirical contributions to the topic.

The data analysis technique used in this study was thematic synthesis. This technique was applied to identify, compare, and interpret patterns across the reviewed studies. The synthesis process consisted of three main steps. First, relevant findings from each article were coded according to HRM functions and educational quality dimensions. Second, similar codes were grouped into broader analytical themes, such as strategic HRM, teacher professional

development, performance management, institutional leadership, and digital transformation in HRM. Third, the themes were interpreted critically to explain how HRM contributes to the improvement of educational quality. Rather than merely summarizing prior studies, the synthesis sought to construct an integrative understanding of HRM as a strategic mechanism for improving teacher competence, institutional effectiveness, organizational culture, and learning outcomes.

This review did not involve human participants directly; therefore, formal ethical clearance was not required. Nevertheless, the study followed academic integrity principles by using only properly cited scholarly sources, avoiding misrepresentation of previous findings, and ensuring that all selected literature was analyzed objectively. The methodological limitation of this review lies in its reliance on published literature, which may exclude unpublished reports, institutional documents, or grey literature that could contain relevant evidence. In addition, although the review focused on studies published between 2018 and 2025, the availability and accessibility of full-text articles may have influenced the final selection of sources. Despite these limitations, the use of PRISMA 2020 procedures and systematic thematic synthesis provides a rigorous basis for examining the role and functions of HRM in improving educational quality.

Table 1. PRISMA Selection

Stage	Description
Identification	Articles were identified from Scopus, Web of Science, ScienceDirect, SpringerLink, Taylor & Francis Online, Emerald Insight, Google Scholar, Garuda, SINTA, and Crossref.
Screening	Duplicate articles were removed, and titles and abstracts were screened based on relevance to HRM and educational quality.
Eligibility	Full-text articles were reviewed using inclusion and exclusion criteria.
Inclusion	Eligible articles were included in the final thematic synthesis.

HASIL DAN PEMBAHASAN

Result

The results of this systematic literature review present the main findings derived from the selection, classification, and thematic synthesis of studies examining the role and functions of Human Resource Management (HRM) in improving educational quality. The selection process followed the PRISMA 2020 reporting logic, which emphasizes transparency in identifying, screening, excluding, and including studies in systematic reviews (Page et al., 2021). The PRISMA framework requires researchers to report the number of records identified, screened, assessed for eligibility, and included in the final synthesis, including reasons for exclusion at the full-text stage.

Based on the database search, a total of 436 records were initially identified from Scopus, Web of Science, ScienceDirect, Emerald Insight, Taylor & Francis Online, SpringerLink, Google Scholar, Garuda, SINTA, and Crossref. After removing 92 duplicate records, 344 articles were retained for title and abstract screening. At this stage, 271 articles were excluded because they were not directly related to HRM in education, did not focus on educational quality, were published outside the selected period, or were not peer-reviewed journal articles. Subsequently, 73 full-text articles were assessed for eligibility (Taqyah et al., 2025). From these, 41 articles were excluded because they lacked methodological clarity, did not provide sufficient evidence on HRM functions, focused only on general management

without a human resource component, or were inaccessible in full text. Finally, 32 articles met all inclusion criteria and were included in the thematic synthesis (Yu et al., 2021).

Overview of Selected Studies

The 32 selected studies varied in terms of research design, educational level, geographical context, and methodological approach. Most studies were published between 2020 and 2025, indicating increasing scholarly attention to the strategic contribution of HRM in educational institutions. In terms of research design, 15 studies employed qualitative methods, particularly case studies, interviews, observation, and document analysis. 9 studies used quantitative approaches, including surveys and statistical tests to examine the relationship between HRM practices, teacher performance, motivation, and institutional quality. The remaining 8 studies adopted literature review, conceptual, or mixed-method approaches.

The reviewed studies were conducted across diverse educational contexts, including primary schools, secondary schools, Islamic schools, madrasahs, and higher education institutions (Yu et al., 2021). A substantial proportion of the studies came from Indonesia and other Asian contexts, reflecting strong national and regional interest in strengthening educational quality through teacher management, institutional leadership, and professional development. For example, Qutni et al. (2021) examined HRM in improving educational quality and emphasized the importance of systematic planning, implementation, and evaluation in school-based human resource governance. Similarly, Pusvitasari (2021) highlighted that HRM contributes to school quality improvement through human resource planning, placement, training, supervision, and continuous professional development. Santoso et al. (2023) further showed that HRM implementation is closely linked to teacher performance and educational quality assurance.

Trends in the Literature

A dominant trend across the reviewed literature is the shift from viewing HRM as an administrative function toward understanding it as a strategic mechanism for educational quality improvement. Earlier discussions of HRM in education often focused on personnel administration, including recruitment, appointment, task distribution, and supervision. However, more recent studies increasingly emphasize strategic HRM functions such as talent development, teacher professionalization, performance appraisal, institutional culture, digital competence, leadership, and quality assurance.

The reviewed literature indicates that HRM contributes to educational quality through several interconnected processes. First, effective HR planning enables educational institutions to identify staffing needs, distribute responsibilities, and align teacher competencies with institutional goals (Pinkiewicz et al., 2022). Second, recruitment and selection processes influence the availability of qualified educators and education personnel. Third, training and professional development improve teachers' pedagogical, managerial, technological, and social competencies. Fourth, performance appraisal and supervision provide feedback for continuous improvement. Fifth, motivation, reward systems, and supportive leadership strengthen teacher commitment, work engagement, and institutional loyalty.

Recent studies also show growing attention to HRM in relation to digital transformation. Several studies argue that educational institutions need digitally competent

teachers and administrators to respond to technological changes, online learning demands, and data-driven institutional governance. In this regard, HRM is increasingly expected to support not only teacher professionalism but also digital readiness, innovation capacity, and organizational adaptability. This trend is consistent with recent studies that position HRM as a key factor in optimizing teacher performance, institutional effectiveness, and student learning outcomes.

Thematic Areas of Focus

The thematic synthesis generated five major themes: human resource planning and recruitment, professional development, performance management, leadership and motivation, and quality assurance in educational institutions.

The first theme concerns human resource planning and recruitment. The reviewed studies consistently show that educational quality depends on the institution's ability to plan and provide competent human resources. HR planning includes identifying institutional needs, mapping teacher competencies, assigning roles according to expertise, and ensuring that staffing decisions support educational goals. Studies by Qutni et al. (2021) and Pusvitasari (2021) demonstrate that well-structured HR planning helps schools organize educators and education personnel more effectively, thereby supporting the improvement of institutional performance and learning quality.

The second theme is teacher professional development. This theme appeared most frequently in the reviewed studies. Professional development includes training, workshops, mentoring, coaching, peer learning, pedagogical supervision, and continuous competency improvement. The literature suggests that educational institutions with systematic professional development programs tend to have stronger teacher performance and better instructional quality. Santoso et al. (2023) found that HRM implementation supports teacher performance when professional development is integrated with supervision and quality assurance. Similarly, recent studies emphasize that HR development in education should not only address technical teaching skills but also leadership, digital literacy, collaboration, and innovation.

The third theme is performance management and appraisal. The reviewed studies indicate that performance appraisal is essential for maintaining accountability and improving teacher effectiveness (Fan et al., 2021). Performance management includes setting performance standards, monitoring teaching practices, evaluating work outcomes, providing constructive feedback, and linking evaluation results to professional development. However, several studies also indicate that performance appraisal in educational institutions is often implemented formally rather than developmentally. This means that appraisal is sometimes treated as an administrative requirement rather than as a mechanism for improving teacher competence and institutional quality.

The fourth theme is leadership, motivation, and organizational culture. The literature shows that HRM is strongly influenced by the leadership capacity of principals, school managers, and higher education leaders. Supportive leadership strengthens motivation, professional commitment, and work engagement among educators and education personnel. Studies on HRM in schools and Islamic educational institutions show that leadership plays an important role in creating a collaborative culture, encouraging teacher participation, and

ensuring that HR policies are implemented consistently. This finding suggests that HRM cannot be separated from institutional leadership because HR policies require managerial commitment, communication, and continuous monitoring.

The fifth theme is quality assurance and institutional improvement. Several reviewed studies link HRM directly to educational quality assurance. HRM supports quality assurance by ensuring that educators meet competency standards, teaching practices are continuously improved, and institutional goals are translated into measurable performance indicators. In this regard, HRM functions as a bridge between institutional vision and educational outcomes (Cuyún Carter et al., 2021). Studies on HRM and educational quality show that institutions with systematic HRM practices are more likely to develop effective learning environments, improve teacher professionalism, and strengthen organizational performance.

Quantitative Findings

The quantitative studies reviewed generally reported positive associations between HRM practices and indicators of educational quality. The most frequently measured variables were teacher performance, teacher motivation, work discipline, organizational commitment, professional competence, and institutional effectiveness. Several studies used survey-based designs to examine the relationship between HRM practices and teacher-related outcomes. The results generally indicated that HRM practices such as training, supervision, performance evaluation, compensation, and leadership support were positively associated with improved teacher performance and institutional quality.

Although the statistical models varied across studies, the findings consistently suggest that HRM functions contribute to the improvement of education through teacher-related mechanisms. In particular, teacher competence, motivation, and work engagement were identified as mediating factors between HRM practices and educational quality. This indicates that HRM does not improve educational quality automatically; rather, it improves quality when HR practices successfully enhance the ability, motivation, and professional opportunities of educators. This finding is consistent with the Ability–Motivation–Opportunity perspective, which explains that employee performance depends on the extent to which institutions develop employees' abilities, strengthen their motivation, and provide opportunities for meaningful contribution.

Qualitative Insights

The qualitative studies provided deeper insight into how HRM is implemented in educational institutions. These studies revealed that successful HRM depends on institutional commitment, leadership consistency, teacher participation, and contextual adaptation. Several studies found that schools with strong leadership and clear HR policies were more successful in implementing professional development, supervision, and performance evaluation. Conversely, institutions with weak planning, limited funding, inadequate training programs, and low managerial capacity often faced difficulties in optimizing HRM functions.

Qualitative findings also showed that teachers and education personnel perceive HRM positively when it supports their professional growth, provides fair evaluation, recognizes their contributions, and creates opportunities for career development. However, several barriers were repeatedly identified, including limited training budgets, unequal access to professional development, inadequate digital infrastructure, high administrative workload,

resistance to change, and limited alignment between HR policies and institutional quality assurance systems. These barriers indicate that HRM implementation in education requires not only policy formulation but also adequate resources, participatory leadership, and continuous evaluation.

Synthesis of Findings

The synthesis of the reviewed studies indicates that HRM plays a multidimensional role in improving educational quality. HRM contributes to educational quality by ensuring the availability of competent educators, supporting continuous professional development, strengthening teacher motivation, improving performance accountability, and aligning human resource capacity with institutional goals. The findings also suggest that HRM is most effective when implemented as an integrated system rather than as separate administrative activities.

The reviewed literature demonstrates that HRM functions are interdependent. Recruitment without professional development may not produce long-term quality improvement. Training without performance appraisal may not lead to measurable improvement. Performance appraisal without motivation and reward may reduce teacher engagement. Similarly, institutional vision without adequate HR planning may fail to produce meaningful educational transformation. Therefore, HRM should be understood as a strategic cycle that includes planning, recruitment, placement, development, appraisal, motivation, retention, and quality assurance.

Overall, the studies reviewed support the argument that improving educational quality requires systematic investment in human resources. Educational institutions cannot rely solely on curriculum reform, facilities, or technological innovation if teachers and education personnel are not professionally prepared, motivated, and supported. The evidence suggests that HRM serves as a strategic foundation for institutional improvement because educators are the main actors who translate educational policies into classroom practices and learning outcomes.

In conclusion, the reviewed studies indicate that Human Resource Management has a substantial role in enhancing educational quality. The most prominent HRM functions identified in the literature include human resource planning, recruitment and selection, professional development, performance appraisal, motivation, leadership support, and quality assurance. The findings suggest that HRM contributes to educational quality not only by improving teacher competence but also by strengthening institutional effectiveness, organizational culture, and continuous improvement practices. However, the literature also reveals several challenges, including limited resources, inconsistent implementation, inadequate professional development, and weak integration between HRM and quality assurance systems. Therefore, future research should examine HRM in education using stronger empirical designs, broader institutional contexts, and longitudinal approaches to determine how HRM practices influence educational quality over time.

Table 2. PRISMA-Based Study Selection Process

PRISMA Stage	Number of Records	Description
Identification	436	Records identified from Scopus, Web of Science, ScienceDirect, Emerald Insight, Taylor & Francis

		Online, SpringerLink, Google Scholar, Garuda, SINTA, and Crossref
Duplicate removal	92	Duplicate records removed using reference management screening
Screening	344	Titles and abstracts screened for relevance
Excluded after screening	271	Articles excluded because they were irrelevant, not peer-reviewed, outside the publication year range, or not related to HRM and educational quality
Full-text assessment	73	Full-text articles assessed based on inclusion and exclusion criteria
Excluded after full-text review	41	Articles excluded due to weak methodological clarity, limited relevance, inaccessible full text, or insufficient HRM focus
Included in synthesis	32	Articles included in the final thematic synthesis

Table 3. Main Themes Identified from the Reviewed Literature

Theme	Main Focus	Contribution to Educational Quality
Human resource planning and recruitment	Staffing needs, role allocation, competency mapping, recruitment standards	Ensures the availability of competent educators and education personnel
Professional development	Training, mentoring, coaching, workshops, digital competence development	Improves teacher competence, pedagogical quality, and professional adaptability
Performance management	Supervision, appraisal, feedback, accountability	Strengthens teacher effectiveness and continuous improvement
Leadership and motivation	Principal leadership, reward systems, organizational culture, work engagement	Enhances teacher commitment, motivation, and institutional loyalty
Quality assurance	Alignment between HRM, institutional goals, and education standards	Supports sustainable institutional improvement and learning quality

Discussion

The findings of this systematic literature review demonstrate that Human Resource Management (HRM) plays a strategic and multidimensional role in enhancing educational quality. Based on the synthesis of 32 selected studies, the most prominent HRM functions identified were human resource planning, recruitment and selection, professional development, performance appraisal, motivation, leadership support, digital competence development, and quality assurance. These findings directly address the objective of this study, namely to examine how HRM contributes to educational quality through teacher competence, institutional effectiveness, organizational culture, and continuous improvement practices. The review indicates that HRM is most effective when implemented not as a fragmented administrative function, but as an integrated institutional system that aligns human capacity with educational goals, teacher performance, and learning quality.

The significance of these findings extends beyond institutional management and directly affects educational outcomes. The review suggests that ineffective HRM practices may contribute to teacher underperformance, low organizational commitment, limited professional growth, and inconsistent educational quality. Conversely, institutions that implement integrated HRM systems tend to demonstrate stronger teacher engagement, improved instructional practices, greater organizational adaptability, and more sustainable quality improvement. This indicates that HRM should be understood as a foundational driver of educational effectiveness rather than merely a supporting administrative function. The findings therefore reinforce the argument that educational quality is fundamentally dependent on the quality of human resource governance within educational institutions.

In relation to global studies published between 2020 and 2026, the findings of this review are consistent with international evidence showing that HRM practices influence educational quality through work engagement, teacher performance, and organizational commitment. Aboramadan et al. (2020) found that HRM practices in higher education strengthen organizational commitment through work engagement, suggesting that institutional support and professional involvement are crucial mechanisms linking HRM to academic performance. This aligns with the present review, which found that motivation, leadership support, and professional development are key pathways through which HRM improves educational outcomes. Similarly, Bardach and Klassen (2020) emphasized that teacher-related factors are strongly associated with student success, reinforcing the argument that educational quality cannot be separated from the systematic management of teacher capacity. Furthermore, Van Waeyenberg et al. (2022) showed that performance management is positively related to teacher performance and organizational commitment while reducing exhaustion, which supports this study's finding that appraisal and feedback systems should function developmentally rather than merely administratively. These global studies collectively support the conclusion that HRM contributes to educational quality when it enhances teacher competence, motivation, engagement, and institutional belonging.

However, this study also extends global HRM literature by emphasizing the need to contextualize HRM practices within educational institutions, especially in systems where managerial capacity, professional development access, and digital readiness vary significantly across schools and universities. Bos-Nehles et al. (2023) argue that the Ability–Motivation–Opportunity (AMO) framework remains central in HRM research because employee performance depends on the interaction between ability, motivation, and opportunities for contribution. The present review confirms this theoretical logic in the education sector: teacher performance improves when educators possess sufficient pedagogical and digital ability, receive motivational support through recognition and fair evaluation, and are given opportunities to participate in decision-making, innovation, and professional learning. Nevertheless, the findings also suggest that the AMO model requires contextual refinement in educational settings. In schools and universities, “opportunity” should not only refer to participation but also to access to professional development, mentoring, digital infrastructure, collegial collaboration, and quality assurance mechanisms. Thus, this review contributes to AMO theory by showing that opportunity in education is institutionally mediated and strongly shaped by leadership, policy, and organizational culture.

In the Indonesian context, the findings are strongly aligned with national studies published between 2020 and 2026. Qutni et al. (2021) found that HRM improves educational quality through systematic planning, implementation, and evaluation of school personnel, which corresponds with this review's finding that HR planning and competency mapping are foundational to institutional quality. Pusvitasari (2021) similarly emphasized that school quality improvement depends on effective human resource planning, position mapping, job descriptions, training, and principal-led development of educators and education personnel. Subaidi et al. (2021) also showed that HRM implementation contributes to the quality of teacher learning, particularly when supported by planning, supervision, and institutional coordination. These Indonesian studies reinforce the relevance of this review for local educational institutions, where HRM often remains closely connected to principal leadership, school culture, and resource availability.

Notably, local studies also reveal several contextual challenges that explain why HRM implementation in Indonesia may differ from global models. Trihapsari et al. (2021) found that training and development programs, including MGMP activities, seminars, internal training, and principal supervision, are important for improving school human resources. Nurjaman (2023) further highlighted that maintaining teacher performance requires recognition, guidance, motivation, and managerial strategies. These findings are consistent with this review's conclusion that HRM effectiveness depends not only on formal policies but also on continuous support, fair supervision, recognition, and professional learning opportunities. In contrast to some global HRM studies that assume relatively stable institutional systems, Indonesian educational institutions often face uneven training access, limited budgets, administrative workload, and variable digital infrastructure. Therefore, HRM in Indonesia must be understood as both a managerial and contextual practice, shaped by institutional capacity, leadership quality, school culture, and national education policy.

Theoretically, this study strengthens the integration of Human Capital Theory, Strategic HRM, and the AMO framework in explaining educational quality improvement. From the perspective of Human Capital Theory, educators and education personnel are institutional assets whose knowledge, skills, attitudes, and competencies require continuous investment. The findings confirm that professional development, digital competence training, mentoring, and performance feedback are essential investments that improve teacher quality and institutional performance. From the perspective of Strategic HRM, the study demonstrates that HRM contributes to educational quality when recruitment, training, appraisal, rewards, and quality assurance are aligned with the institution's vision and mission. Meanwhile, the AMO framework explains the mechanism through which HRM affects educational quality: HRM improves ability through training, strengthens motivation through recognition and supportive leadership, and creates opportunity through participation, collaboration, and career development. Therefore, the study does not merely confirm existing theories but also extends them by positioning HRM as a strategic educational quality system rather than a personnel administration mechanism.

The pedagogical implications of this study are significant. Educational institutions should design HRM policies that directly support instructional improvement, student engagement, emotional well-being, and media literacy. First, teacher professional

development should not be limited to administrative compliance or curriculum socialization; it should include pedagogical innovation, differentiated instruction, classroom assessment, digital literacy, and socio-emotional learning. Second, performance appraisal should be used as a formative mechanism to improve teaching practice, not merely as a bureaucratic requirement. Third, HRM should support teachers in guiding students' online behavior, identity formation, and responsible digital participation. Although this review focuses on HRM and educational quality rather than social media behavior specifically, the increasing emphasis on digital competence suggests that teachers must be prepared to help students critically evaluate digital content, manage online interactions, and maintain psychological well-being in digital learning environments. Thus, HRM has an indirect but important pedagogical role in strengthening students' learning engagement, emotional resilience, and media literacy.

The policy implications are equally important. Policymakers should reposition HRM as a core component of educational quality assurance, not merely as a staffing or administrative function. At the school level, policies are needed to ensure fair recruitment, competency-based placement, continuous professional development, transparent performance appraisal, and teacher well-being support. At the higher education level, HRM policy should promote lecturer development, digital competency enhancement, research productivity, academic leadership, and institutional innovation. In relation to digital behavior and mental health, education policy should integrate HRM with teacher training on digital citizenship, online ethics, cyberbullying prevention, student counseling, and psychological well-being. This is particularly relevant because digital transformation has expanded the responsibilities of educators beyond classroom instruction to include guiding students' digital conduct and socio-emotional development. Therefore, ministries, universities, schools, and local education authorities should develop integrated HRM policies that connect teacher competence, digital readiness, mental health support, and educational quality improvement.

The novelty of this study lies in its integrative synthesis of HRM as a strategic mechanism for educational quality improvement. Unlike studies that examine HRM functions separately, this review conceptualizes HRM as an interconnected cycle involving planning, recruitment, placement, professional development, performance management, motivation, leadership, digital competence, and quality assurance. The study also contributes by bridging international HRM theories with Indonesian educational realities. By integrating Human Capital Theory, Strategic HRM, and the AMO framework, this review offers a more comprehensive conceptual model for understanding how HRM improves educational quality. Methodologically, the use of a systematic literature review and thematic synthesis enables the study to identify recurring patterns across global and national studies while also revealing contextual challenges in implementation. This contribution is particularly relevant for Islamic schools, madrasahs, universities, and other educational institutions seeking to strengthen quality through evidence-based human resource development.

Despite these contributions, this study has several limitations. First, as a literature review, the findings depend on the availability, quality, and accessibility of published studies; therefore, unpublished institutional reports, government documents, and grey literature may not be fully represented. Second, the reviewed studies vary in methodological rigor,

educational level, and institutional context, which may limit the comparability of findings. Third, although the review includes both global and Indonesian studies, it does not conduct statistical meta-analysis; therefore, the strength of relationships between HRM practices and educational quality cannot be quantified. Fourth, some recent topics, such as teacher well-being, digital identity, media literacy, and mental health, are still underrepresented in HRM-focused educational research. Future studies should therefore employ longitudinal, mixed-method, and comparative designs to examine how HRM practices influence teacher performance, student outcomes, institutional resilience, digital competence, and well-being over time. Further research should also explore how HRM can support educators in responding to emerging challenges related to artificial intelligence, online learning, digital ethics, student mental health, and inclusive educational quality.

CONCLUSION

This systematic literature review concludes that Human Resource Management plays a strategic role in improving the quality of education by strengthening the capacity, motivation, performance, and professionalism of educators and education personnel. The reviewed studies show that educational quality is not determined solely by curriculum, infrastructure, or policy reform, but also by how institutions plan, recruit, develop, evaluate, motivate, and retain their human resources. Key HRM functions such as human resource planning, recruitment and selection, professional development, performance appraisal, leadership support, compensation, work engagement, and quality assurance were found to contribute directly and indirectly to institutional effectiveness and learning quality. The findings also indicate that HRM becomes more effective when implemented as an integrated and continuous system rather than as fragmented administrative activities. Therefore, educational institutions need to reposition HRM as a strategic instrument for achieving sustainable quality improvement, particularly by investing in teacher competence, digital readiness, organizational culture, and evidence-based performance management. This study contributes to the literature by synthesizing HRM functions within the context of educational quality improvement and by highlighting the need for stronger integration between strategic HRM, teacher professional development, and institutional quality assurance. Future research is recommended to employ empirical, comparative, and longitudinal designs to examine how specific HRM practices influence teacher performance, student outcomes, and institutional competitiveness across different educational contexts.

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